

HARMONIOUS DEVELOPMENT OF CREATIVE THINKING IN PRIMARY GRADE PUPILS

Boltaeva Shakhlo Toshpulatovna
Scientific researcher, Navoi State Pedagogical Institute

ABSTRACT

Creative activity is an important factor in the comprehensive development of primary pupils in their moral, intellectual and physical development. Well-trained pupils meet certain criteria of talent, namely curiosity, observation, speech, consciousness, non-standard thinking; early specialization of interests, intelligence, emotions: mathematics, music, visual activity, engineering, study of foreign languages; cognitive activity, initiative, organizational abilities, perseverance, desire to achieve the set goal; willingness and ability to practice. This article is devoted to the promotion and development of primary grade pupils in creative work.

Keywords: educational process, primary grade pupils, creative thinking, mental activity, ability, creative cognitive activity.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Reforming the education system to a qualitatively new level created the necessary conditions for the development of pupils' knowledge of the basics of science, the formation of moral and ethical qualities, work skills, creative thinking and environmental consciousness on the basis of basic national and universal values, the need to improve pedagogical approaches to the organization of creative activity of pupils in the classroom. The strategy of actions for further development of the Republic of Uzbekistan is defined as an important task: "Further improvement of the system of continuing education, support and realization of creative and intellectual potential of the young generation" [1]. This requires clarification of didactic features of development of creative cognitive activity of pupils in primary education and improvement of pedagogical mechanisms of joint creative work.

Creative activity of a student is the relation of the subject's activity to his or her own work (job satisfaction, innovation in its performance, creative motivation to solve problems) and creative problem solving (independent transfer of previously acquired knowledge, skills and methods of work and problem solving). this is the process of seeing a new function of an object).

Creative activity reflects the following important aspects:

- independently apply new knowledge and skills acquired in one science and science to new experience;
 - ability to see a new problem in an unexpected situation; ability to see the structure of the object;
 - consider alternative solutions to the problem;
 - combining the search for new tasks with known methods of creative activity;
- development of a completely new approach to problem solving.

As we have already mentioned, the process of creative activity is the highest manifestation of independent cognitive activity, which shows that the knowledge, skills and experience of specific creative activity and positive motivation to learn have developed and that pupils gain

experience in creative activity. This requires the development of creative cognitive activity in primary grade pupils.

The creative activities of primary students are characterized by a sustained motivation for new knowledge and a positive emotional orientation towards cognition; Reflects the personality of a person, characterized by the effectiveness of his/her activities.

In implementing individual-oriented approach was taken into account the following pedagogical conditions: voluntary pupil participation in certain activities; confidence in the individual student, having confidence in the abilities of each child in the choice of means to achieve goals, and commitment to the successful implementation of the tasks; take into account the interests, expectations and aspirations of pupils and to create new interests in them.

Individual-oriented approaches are introduced into practical pedagogical activities on the basis of the following principles:

- Rely on pupil independence and initiative;
- Treat pupils with respect and dignity;
- To enjoy the achievements of students; Providing teacher support to pupils;
- Humane attitude.

Reflexive approach in primary education as an important mechanism for effective thinking, event evaluation, search for methods and algorithms for solving problems; Introspection in the process of solving creative problems allows you to assess the consequences of your actions. At an early school age, the pupil acquires intuitive thinking, moving from subjective-motor thinking to subject-figurative thinking. It is necessary to teach the pupil to master various abstract logical operations on the basis of existing experience of intellectual activity in primary education. Based on this, a primary school pupil develops logical thinking step by step. However, the "creative nature" of the pupil should not be let go. It is also important to consider the ability of pupils to heuristic thinking. By creating logical and heuristic thinking, the pupil develops "heuristic" thinking. "Heuristical" thinking is characterized by rapid adaptation of thought processes, reflective stages in the child's mind and a clear expression of the importance of reality. It is necessary to trace the sequence at the stages of formation of these types of thinking, because in this case the logic of thinking of a senior pupil turns into a productive intellectual activity from everyday consciousness.

Heuristical thinking is an important criterion for student creative activity.

Creative cognitive activity of pupils develops on the basis of their heuristical thinking skills acquired during educational activities. Analyzing the social experience that the school offers to the younger generation, it is possible to distinguish common elements of creative cognitive activity, which are based on research and initiatives. This reinforces the idea that pupils will gain creative experience through assignments in each subject in primary grades.

Junior pupils acquire genetically original intellectual activity through logical tasks aimed at enriching creative thinking and imagination. In the learning process, pupils should develop a systematic and purposeful thinking experience necessary for creative activity at an early age, based on learners' ability to write, count and read. The creation of a creative learning environment in primary education is of particular importance for the development of learners' creative experience. In this case, special attention should be paid to the development, including "enriched" education, additional training, which changes the content of educational material and forms of educational process.

Middle school plays an important role in shaping the student's personality. Because at this age the child develops partnerships with other people, develops commitment, initiative, aspirations, forms of life values. Special pedagogical activity is necessary to expand the development space of the pupil. This technology serves as a collective creative technology for primary school teachers and pupils.

When an primary grade pupil enters the school, he joins a new team that will work and thrive. The team of pupils, however, takes into account their interests and aspirations and requires mutual dedication, mutual assistance, team responsibility and a high level of organization. As a result, there is a psychological shift in the development of a young pupil, characterized by significant results: a qualitatively new level of development of free behavior; reflection-understanding the nature of their actions; analysis (comparison of similar and different); planning (action plan, providing different options); group orientation in integrity.

The following principles must be observed in collective activity:

1) Humanism: accepting the student as a subject of study; relying on the positive traits of the child; understanding, caring and helping the child;

2) The principle of harmony with nature: psychophysiological and age characteristics of the pupil;

3) The principle of equality and cooperation: all members of the community have equal rights;

4) The principle of cohesion with culture: based on national culture and ethnic traditions, with universal values;

5) The principle of openness and accessibility: ensuring the participation of all pupils in self-government;

6) The principle of volunteering: voluntary and independent decision-making by a child when choosing an activity;

7) The Principle of creating a successful situation for each child.

Creation of joint creative work in primary education includes the following stages:

1) setting collective goals;

2) planning collaboration;

3) co-education;

4) teamwork;

5) analysis of collective work and planning of future work.

The goal of the team goal setting stage is to create a need for pupil collaboration. Key features of this stage:

- diagnostics of pupils' interests, needs and opportunities;

- to think over the options, content and form of joint activities; adoption of joint work; guidance teacher pupil work.

The goal of teamwork is to create collaborative efforts to accomplish classroom tasks and collaborative creative tasks. Key features of this stage: determination of the optimal time to prepare for work; support the emotional reactions of pupils on joint activities; clarification of the situation of mutual assistance in the preparation of the work; direction of students on voluntary collaboration; coordination of the activities of the subgroups and individual pupils on a creative task; individual assistance to pupils. Forms and methods of organization of joint team work: "secret operation", "creative landing", "exchange of creative tasks", "special task".

The purpose of the team action phase is to carry out the planned activities. Key features of this stage:

- voluntary participation and readiness of pupils; possibility of self-expression choice;

- combination of prepared moments and improvisation; interaction of children with each other and with adults; creation of favorable psychological environment.

It is advisable to use the following forms and methods of teamwork for pupils: "Travel": "Fun train", "riding a laugh", "World of books", "Mysterious events"; "Protection": "School of the future", "the Lesson of my dreams", "Our class - website", "Message to the generations", "My favorite book"; relay; "Lottery", "Chuchmoma-concert", "Mini-theatre"; role-play: "creative court", "space press conference"; communication: "the fun begins", "intelligent hockey", "What? When? Where?"

It should be noted that developing creative thinking skills in primary grade pupils includes achieving teamwork, recognizing pupil participation and listening to feedback on how to improve teamwork.

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